

Online POP Course Syllabus

PHA6277: Ethics in Drug Production, Distribution, and Use

3 credit hours

This is a draft syllabus and is subject to change.

The final syllabus will be posted on the course Canvas page.

Class Meeting Times

Tuesdays, 8:30-10:30 pm Eastern

Class Meeting Location

Class meetings are held in Zoom, which can be accessed via the course Canvas site. If you are having trouble accessing the course Canvas site, please contact Distance Education Support Services at DESS@ahc.ufl.edu.

Instructor

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Office Hours: By appointment

Office Location: via Zoom or phone

Course Description

The purpose of this course is to introduce basic concepts in bioethics and provide an opportunity for discussing important ethical issues and controversies in modern healthcare, especially those that relate to the use of pharmaceuticals. We will survey topics in medical ethics ranging from normative moral theories and their roots in philosophical and religious traditions, to the application of ethical principles to specific issues facing us today. Such issues include clinical research, justice in the allocation of health-related resources, use of reproductive technologies, and end-of-life issues.

The emphasis in this course will be on the ethical use of drugs in medical practice and issues relating to the production, distribution, and use of pharmaceuticals. We will spend time on individual patient/healthcare professional interactions, but will also include the health of communities and the policies and practices relevant to public health.

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Course Objectives

Upon completion of this course, the student will:

1. Gain a greater appreciation for the complexity of ethical issues in health care and the reasoning that may be applied to support opposing viewpoints
2. Become more aware of one's own ethical standpoint and background and the basis from which one's own moral reasoning proceeds
3. Understand general ethical theories and the major principles of bioethics, and be able to apply them to practical contemporary issues
4. Be able to analyze situations or policies, identifying the ethical factors and conflicts, and provide a reasoned and defensible course of action for addressing them
5. Be able to examine critically and respond intelligently to ethical issues in verbal and written formats
6. Be able to argue for one's own ethical standpoint constructively and politely, and allow for others to do the same

Relationship to Program Outcomes

This course pertains to the following program outcomes:

1. Identify, interpret, and utilize core knowledge across the spectrum of Pharmaceutical Sciences.
2. Analyze and apply material from foundation courses in the curriculum, interpret data, and synthesize a response to a complex problem or case.
3. Deliver a presentation of a discipline-specific topic related to Pharmaceutical Sciences for internal academic review. These presentations will be clear in providing information at an appropriate level to the audience, complete in providing the necessary and relevant background from the literature and will utilize appropriate audiovisual aids that are clearly constructed.

Required Textbooks and/or Software

Veatch, Robert M; Guidry-Grimes, Laura K. The Basics of Bioethics (4th ed), Taylor and Francis, 2020. ISBN-13: 978-1138580084; ISBN-10: 1138580082

Recommended Materials

None

Course Pre-Requisites

None

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Structure and Organization

Synchronous class discussion may include audience-response type questions that will require that students come prepared to class, ready to discuss the topics of the week. In addition, online discussion forums will be utilized to allow for students to interact with each other during the week to post responses to questions and comment on other students' postings.

Course Schedule and Assignments

Week 1: Introduction to Bioethics, Moral Theories, & Moral Standing

Overview: As this is our first week together, I'd like to spend some time during class getting to know you, your background, and what you hope this course will provide for you. We will also be exploring some of your own personal moral beliefs and the background you bring to these discussions. I will also provide a lecture on bioethics in general (kind of a roadmap for the course) and my perspective and intentions for the course. I will list out the course expectations, assignments, and schedule. As we only meet once a week for two hours, it is critical that we utilize that time to the fullest. There will be assigned readings, discussion board activities, and assigned video watching. I'm looking forward to an interesting and interactive course with you!

Learning Objectives:

1. Become familiar with the course syllabus, expectations, and general topic areas
2. Define the following terms: bioethics, morality, law
3. List and describe the four levels of moral discourse (in Veatch text)
4. Describe the purpose of professional codes of ethics and list their potential limitations
5. List the major concepts included in the original Hippocratic Oath
6. Compare and contrast normative ethical theories, such as consequentialism and deontology
7. Describe the debate related to the concept of moral status and moral standing, including the definition of concepts such as "personhood" and "death."
8. Compare and contrast the strengths and weaknesses of moral objectivism and moral relativism

Assignments:

- Read Veatch text Chapters 1-3
- Read Principles of Medical Ethics (2001) from the AMA Code of Ethics
- Read the APhA Code of Ethics
- Read Rose AD. Questioning the Universality of Medical Ethics. 2011.
- Participate in the online discussion board
- Take Quiz #1 before our next class meeting

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Week 2: Principles of Bioethics --Nonmaleficence, Beneficence, Respect for Autonomy

Overview: This week we will focus our attention on two fundamental principles of the Hippocratic Oath: doing good (beneficence) and avoiding harm (nonmaleficence) as well as one other key bioethical principle not included in that oath: respect for autonomy. We will compare subjective vs. objective estimates of benefit and harm, medical vs. other benefits that are important to a person's overall quality of life, and the goals of medicine. We will discuss the complicated nature of autonomy, including its many and inter-related components: liberty, self-determination and agency. We will also review the conditions necessary for a patient to make an autonomous decision.

Learning Objectives:

1. List and describe three major complications in determining what counts as a benefit or harm
2. Describe three methods for balancing benefits and harms
3. Define the term "autonomy" and list and describe its components
4. Describe the relationship between the principle of autonomy and the doctrine of informed consent
5. List and describe the duty-based principles that make up the Ethic of Respect for Persons, including fidelity, veracity, and confidentiality

Assignments:

- Read Veatch text Chapters 4, 6, & 7
- Read: Behrens KG. Critique of Respect for Autonomy. *Developing World Bioeth.* 2018;18:126-134
- Participate in the online discussion board
- Take Quiz #2 before our next class meeting
- Work on Paper #1

Week 3: Virtue Ethics and Ethical Decision Making

Overview: This week we will be discussing ways of resolving conflicts among ethical principles and will talk about the role of personal character, intuitions, emotions, and professional virtues. While the virtues are some of the most abstract concepts in ethics, they are also among the oldest and most universally recognized in ethics and in living a truly moral life.

Learning Objectives:

1. Describe the different theories of ethical conflict resolution
2. Define the term "virtue" and the place of virtues in professional roles
3. List critiques of Virtue Ethics -based systems
4. Discuss the virtue of caring and the role of emotion in dealing with ethical issues
5. Describe the role of Virtue Ethics in the development of Emotional Intelligence and Leadership Theory

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Assignments:

- Read Veatch text Chapter 5
- Read two articles on empathy:
 - Bouma H. Is Empathy Necessary for the Practice of “Good” Medicine. *The Open Ethics Journal*, 2008, 2, 1-12.
 - Decety J, et al. Why empathy has a beneficial impact on others in medicine: unifying theories. *Frontiers in Behavioral Neuroscience*, 2015, 8, Article 457.
- Participate in the online discussion board
- Take Quiz #3 before our next class meeting
- Submit Paper #1

Week 4: Justice

Overview: Today’s discussion will turn outward to the bigger picture of social justice. Up to this point, we have directed our attention at personal issues and the relationships between individual patients and their healthcare providers. As we discuss justice, we will be reviewing concepts such as social utility and the health of entire communities and even the world –balancing the need for respecting individual autonomy with benefiting larger populations. We will address social inequalities and the ways in which scarce healthcare resources are and ought to be allocated. We will discuss the Affordable Care Act and whether or not individuals have a right to health care. We will also discuss organ transplantation and issues related to drug shortages as illustrations of the practical problems of implementing a just health care system in the face of scarcity of resources.

Learning Objectives:

1. Describe the principle of Social Utility, methods for maximizing it, and at least two problems that have been raised by critics regarding this principle
2. Define the unit called a quality-adjusted life-year (QALY) and describe how it is used in social utility calculations
3. Be able to state some of the estimates of expenditure on healthcare in the United States as well as how the US fares in terms of mortality rates when compared with other industrialized countries
4. Describe the ethical responses to the pressure for cost containment
5. Define what role (if any) the clinician at the bedside has in making healthcare resource allocation decisions
6. Summarize arguments for and against the Affordable Care Act and similar policies
7. Describe the ethical issues relating to organ procurement and transplantation and list competing proposed methods for distributing them including that of the libertarian or free-market
8. List and describe the overarching recommendations for “Closing the Gap” on health equity, according to the World Health Organization (WHO)

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Assignments:

- Read Veatch text Chapter 12
- Read article:
 - Emanuel EJ. Fair Allocation of Scarce Medical Resources in the Time of Covid-19. *N Engl J Med.* 2020.
- Participate in the online discussion board
- Take Quiz #4 before our next class meeting
- Work on Paper #2

Week 5: Ethics at the End of Life

Overview: This week we will focus on issues at the end of life. We will be discussing the Principle of Avoidance of Killing as well as topics such as euthanasia and physician-assisted suicide. We will be distinguishing between what it means to actively kill versus “let die” and the difference between withholding and withdrawing life-sustaining treatments. We will review Oregon’s Death with Dignity Act and the ongoing debate surrounding allowing (or even assisting) individuals to end their own lives. We will also review the importance of advanced directives and who may serve as surrogate decision makers.

Learning Objectives:

1. Define and describe the Principle of Avoiding Killing
2. Describe the distinctions between the following:
 - a. Active killing vs. letting die
 - b. Withholding vs. withdrawing treatment
 - c. Direct vs. indirect killing
 - d. Ordinary vs. extraordinary means
3. State the conditions necessary for the Doctrine of Double Effect and apply it to a case study
4. Describe the provisions of Oregon’s Death with Dignity Act and summarize objections to it
5. List valid mechanisms for providing advanced directives, including “living wills”
6. Discuss the issues surrounding surrogate decision making

Assignments:

- Read Veatch text Chapters 8 & 9
- Read “Euthanasia & Assisted Suicide” (2014)
- Become familiar with Oregon’s Death With Dignity Act: Guidebook for Healthcare Professionals (especially chapters 1-5 & 10)
- PBS Frontline “Facing Death” <https://www.pbs.org/wgbh/pages/frontline/facing-death/>
- Participate in the online discussion board

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- Take Quiz #5 before our next class meeting
- Submit Paper #2

Week 6: Human Control of Life

Overview: The next two weeks will focus on issues relating to human control of life. We will consider the possibilities resulting from our understanding of genetics and also look at the ethics of new reproductive technologies including *in vitro* fertilization and surrogate motherhood. We will also discuss the ethical controversies related to contraception, emergency contraception, and abortion and the role of pharmacists and other healthcare professionals in the provision of these products and services.

Learning Objectives:

1. Describe the overarching debate regarding what some call the moral limits of how far humans should go in manipulating their own nature
2. Summarize the arguments for and against newer reproductive technologies, including artificial insemination, *in vitro* fertilization, and surrogate motherhood
3. Differentiate contraception from emergency contraception, based on pharmacology mechanism of action
4. Describe the role of pharmacists and other healthcare professionals in dispensing these products and performing these activities

Assignments:

- Read Veatch text Chapters 10 & 11
- Read articles:
 - Wall & Brown, *Pharmacists' Refusals to Dispense Emergency Contraception* and Baergen & Owens, *Revisiting Pharmacists' Refusals (2006)*
 - Meyer MJ. Respecting What We Destroy: Reflections on Human Embryo Research. Hastings Center Report. Jan-Feb. 2001.
- Participate in the online discussion board
- Take Quiz #6 before our next class meeting
- Work on Paper #3

Week 7: Ethical Issues in Research

Overview: Our discussion today will focus on Clinical Research. We will be examining the challenges faced by those in clinical settings whose goal is not individual patient care, but rather the discovery of new knowledge through research. We will consider the rights of human subjects in experiments that involve investigational drugs and other unproven medical therapies. We will discuss historical events that culminated in the current regulatory system currently in place and enshrined in the law. We will

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also review the function of institutional review boards (IRBs) as well as the responsibilities of clinical researchers involved in these activities.

Learning Objectives:

1. Describe the historical events that gave rise to the Nuremberg Code, the Declaration of Helsinki, the Belmont Report, and CIOMS and list the basic principles of these documents
2. Discuss the major features of the Belmont Report
3. List and describe the makeup and responsibilities of an IRB
4. List the criteria used by an IRB in the review of proposed research
5. Discuss the consequences of studies that violate IRB criteria
6. Understand the role of placebos in research and when it is ethical to conduct placebo-controlled trials
7. Discuss conflicts of interest in research and methods for managing it

Assignments:

- Read the Belmont Report available at: <http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html>
- Watch the Video about the Belmont Report (same website as above)
- View the video: “Ethics of Human Experimentation for National Security Purposes” by Jonathan D. Moreno; Available on YouTube: <https://www.youtube.com/watch?v=zpkBUg8rmU>
- Participate in the online discussion board
- Take Quiz #7
- Paper #3 is DUE
- Take COMPREHENSIVE FINAL EXAM before the week is over

Evaluation Methods

Quizzes on the reading/viewing assignments (n=7)

- Quizzes are over the reading/viewing assignments of that week
- 10 points each, 70 points total
- Quizzes will consist of multiple-choice and/or short-answer questions, and will focus on the following:
 - Basic concepts from the reading or videos
 - Identifying the ethical factors involved in a situation or policy
 - Identifying and evaluating ethical arguments
 - Applying ethical theories or principles
- Quizzes are open book and open notes, but they are timed, you will not be able to look up every answer; please study for these!

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Final comprehensive examination

- 50 points total
- Will consist of multiple-choice and an essay question
- Will contain information covered throughout the course
- The exam will be during the last week of class (see schedule)
- Like weekly quizzes, the final exam is also open book/open notes

Participation in on-line discussions

- 70 points total (10 points per week)
- To get full points, you have to make substantive contributions. It's not enough just to say, "Yes, I agree," or "No, that can't be right." Explain and defend your views, applying the theories, principles, etc. covered in the course. Use examples when appropriate and explain your point of view.
- In addition to your response to ONE of the questions/topics of the week, you should also comment on at least ONE other person's post
- Unprofessional or discourteous interactions will not be tolerated and may result in loss of participation points.

3 short papers: 3 – 5 pages each (500-1000 words; double-spaced, 12-pt font)

- 30 points each, 90 points total
- Brief research paper, properly formatted and referenced
- You will be asked to analyze a case, review a policy, summarize the arguments in a debate, etc.
Paper topics will be as follows:
 - Paper #1
 - *Topic: Moral Standing*
 - Paper #2
 - *Topic: Ethical Decision-Making*
 - Paper #3
 - *Topic: Justice*
- Cite all sources. Plagiarism and other forms of academic dishonesty will not be tolerated and may result in a failing grade for the paper and the course. The format you use for citations is not important (choose MLS, APA, whichever you prefer), but you MUST use references beyond the textbook and lecture notes.
- Papers must be received by the stated deadlines. Five points will be deducted for each day a paper is late. Contact me to make arrangements if you are ill or facing special circumstances.

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Attendance Policy for this Course

Attendance at weekly sessions is expected. If students are unable to attend, it is their responsibility to inform the instructor prior to class. Unexcused absences may affect the student's grade (loss of participation points).

Attendance Policy for UF Graduate Students

Students may not attend classes unless they are registered officially or approved to audit with evidence of having paid audit fees. After the end of drop/add, the Office of the University Registrar provides official class rolls/addenda to instructors. Students who do not attend at least one of the first 2 class meetings of a course or laboratory in which they are registered and who have not contacted the academic unit to indicate their intent may be dropped from the course. Students must not assume that they will automatically be dropped if they fail to attend the first few days of class. The academic unit will notify students dropped from courses or laboratories by posting a notice in the academic unit office. Students may request reinstatement on a space-available basis if documented evidence is presented. The University recognizes the right of the individual professor to make attendance mandatory. After due warning, professors may prohibit further attendance and then assign a failing grade for excessive absences. Students who have registration changes, at any time during the semester, should verify their registrations before the last day of class of the term. Retroactive drop/add or other registration changes will not be permitted. See the [UF graduate academic regulations](#) for more information.

Quiz/Exam Policy:

Weekly quizzes will be online and opened for approximately 24 hours to allow for completion as it fits the student's schedule. Once quizzes are closed, they will not be reopened unless prior arrangements have been made.

Make-up Quiz/Exam Policy

Make-up quizzes are allowed only under extreme circumstances and must be arranged prior to the scheduled quiz date with the instructor.

Assignment Deadlines

Assignments must be completed by the stated deadlines. Five points will be deducted for each day a paper is late. The student will need to contact the instructor to make special arrangements if the student is ill or facing unusual circumstances that may require accommodation.

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Grading Policy

The only passing grades for graduate students are A, A-, B+, B, B-, C+, C, and S. Grades of B-, C+ or C count toward a graduate degree if an equal number of credits in courses numbered 5000 or higher have been earned with grades of B+, A- and A, respectively. Grade points are not given for S and U grades; S and U grades are not used to calculate grade point averages. All letter-graded courses eligible to count toward the graduate degree, except 1000- and 2000-level courses, are used to calculate the cumulative grade-point average. Letter grades of C-, D+, D, D- or E are not considered passing at the graduate level, although the grade points associated with these letter grades are included in grade point average calculations. See the [UF graduate academic regulations](#) for more information.

A	>92.500%
A-	89.500–92.499%
B+	86.500–89.499%
B	82.500–86.499%
B-	79.500–82.499%
C+	76.500–79.499%
C	72.500–76.499%
C-	69.500–72.499%
D+	66.500–69.499%
D	62.500–66.499%
D-	59.500–62.499%
E	<59.499%

Course Technology Support

Your instructor is not able to handle technological issues or answer questions related to computer issues.

- **Assistance accessing course Canvas page:** Contact Distance Education Support Services at DESS@ahc.ufl.edu

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- **IT Support:** Contact UF Computing Help Desk at 352-392-HELP (4357) or helpdesk@ufl.edu or submit an [online request form](#). If a technical problem causes you to miss an assignment, you must report the problem to the Help Desk and then email your instructor your Help Desk ticket number to the instructor in order to receive an extension.

Students Requiring Academic Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course technologies meet online learning accessibility standards for sight and hearing-impaired learners. Likewise, course materials are developed in accordance with accessibility standards. Course documents and webpages are formatted for screen-reader accessibility with the use of headings, styles, or alternative text tagging for images. Accessibility design tools in Microsoft Office products and in Canvas are used to evaluate and update accessibility issues detected in the instructional materials. Synchronous class sessions in Zoom are recorded. These recordings are posted to the course site to accommodate students unable to attend.

- [Canvas Accessibility](#)
- [Zoom Accessibility](#)

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/.

University Honesty Policy and Academic Integrity

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." [The Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

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Regarding academic integrity, students in the program are strongly encouraged to be mindful of what constitutes plagiarism. Written assignments that contain the research or other original published work of someone else must be properly quoted, cited, paraphrased, or referenced appropriately. A software (TurnItIn) that is integrated with Canvas Assignments may be utilized to help students determine if a written submission meets the criteria for a properly referenced research paper. Please ask for help, utilize resource materials and take advantage of opportunities like creating a draft of your paper to test, ensuring you have addressed any errors prior to the final submission.

Please watch these short videos about this topic:

- [Understanding and Avoiding Plagiarism: Types of Plagiarism](#)
- [Avoiding Plagiarism](#)

Software Use and Course Technology

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Educational technology in the program is primarily the Canvas Learning Management System (LMS) and Zoom web conferencing software. These tools firmly support learning objectives and course goals. Writing with communication tools, reading articles from digital collections, and viewing video presentations in high-quality, accessible formats are essential to facilitate meaningful learning experiences. These experiences expand knowledge and influence professional work habits and skills such as information-gathering techniques and evidence-based practice. Synchronous class sessions in Zoom provide learners with opportunities to gain confidence and practice how they interact and collaborate in online meetings.

- [Canvas Student Guide](#)
- [Zoom Resources](#)

A minimum number of other technical skills are required for success in the online courses. These include accessing course webpages to read text and listen to recorded videos, using word processing tools (MS Word, PowerPoint), downloading/uploading content, submitting online assignments and using a variety of communication tools (Canvas Inbox, Discussions, Zoom Conferences).

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Course Communication

Canvas (Inbox tool) will be used as the primary communication tool between the instructor and students. Check daily for new announcements or notifications about course updates. UF email will also be used occasionally for mass communication to the class, so please check your email at least once a day as well. All emails sent out to the entire class will also be posted as an Announcement on Canvas.

General questions about course content (e.g., assignments or lectures) or policies should be posted to the course discussion board. We expect students to help each other track down answers as best as possible. Read through all the other posts in the discussion board first before posting to make sure your question has not been addressed/answered already. Please include a clear subject title for your topics to make it clear what your post pertains to.

Emotions can easily be misinterpreted on a discussion board/emails, so make sure your message is clear before sending it since there are no physical gestures or voice inflections that accompany posts/emails. Any posts/emails deemed inappropriate by the faculty will be dealt with on a case by case basis with either the faculty directly or they will be sent on to the Associate Dean for Professional Affairs.

For personal issues/questions, please email your instructor (name@ufl.edu). Be sure to include in your subject line the course listing and then a quick subject (i.e., PHA6935 – Your Name -). This will allow instructors to quickly identify emails related to the course amongst the many emails that are received each day. Emails not correctly addressed may get lost in the shuffle and unintentionally deleted or ignored so be sure to follow the guidelines exactly.

Student Privacy

There are federal laws protecting your privacy in terms of grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Recordings of weekly class sessions in Zoom are created for the purpose of course teaching and learning, as well as for use as a resource for students who miss a class session.

The use of video (or web camera) feature in Zoom is not a requirement, but rather is voluntary for meeting participants. For both the audio and video features in Zoom, you will have the option to Start or Stop these functions.

Students who participate with their camera engaged or who utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively

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using the "chat" feature, which allows students to type questions and comments live. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

- [Zoom Software Privacy Statement](#)
- [Canvas \(by Instructure\) Privacy Policies](#)

Security

Online activity in Canvas requires an active UF GatorLink account to log in, as well as enrollment in courses. The Zoom Conference meetings for weekly classes are accessed within Canvas. These meetings have a pass code applied as an additional security setting. Students in the class do not need to enter the passcode, however anyone not enrolled in the course cannot join the meeting without it.

Library Resources

For remote access to UF library resources such as e-journals or other digital collections, use the [UF VPN or proxy server to connect](#).

Additional University Resources

- **U Matter, We Care:** If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
- [Counseling and Wellness Center](#)
- **Sexual Assault Recovery Services (SARS):** Student Health Care Center, 392-1161.
- **University Police Department** at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu
- [E-learning technical support](#): 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
- [Teaching Center](#): Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
- [Writing Studio](#): 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
- [On-Line Students Complaints](#)

Course Schedule for PHA 6277: Ethics in Drug Production, Distribution, & Use

Week	Topic Area(s)	Veatch Text	Other Reading/Viewing	Assignments
1	Introduction to Bioethics Moral Theories & Moral Standing	Chp 1-3	<ul style="list-style-type: none"> AMA Principles of Medical Ethics APhA Code of Ethics for Pharmacists Rose AD. Questioning the Universality of Medical Ethics. <i>Hastings Center Report</i>. Sep-Oct. 2011 	Quiz #1 Online Participation
2	Principles of Bioethics: Nonmaleficence, Beneficence, Respect for Autonomy	Chp 4, 6, 7	<ul style="list-style-type: none"> Behrens KG. Critique of Respect for Autonomy. <i>Developing World Bioeth.</i> 2018;18:126-134. 	Quiz #2 Online Participation
3	Virtues, Professionalism, and Ethical Decision Making	Chp 5	<ul style="list-style-type: none"> Bouma. Is empathy necessary? 2008. Article: Decety, et al. Why empathy is beneficial. 2015 	Quiz #3 Paper #1 is due Online Participation
4	Justice	Chp 12	<ul style="list-style-type: none"> Emanuel EJ. Fair Allocation of Scarce Medical Resources in the Time of Covid-19. <i>N Engl J Med</i>. 2020. 	Quiz #4 Online Participation
5	Ethics at the End of Life	Chp 8, 9	<ul style="list-style-type: none"> Euthanasia & Assisted Suicide (2014) Oregon's DWDA Guidebook Video: "Facing Death" (PBS Frontline) 	Quiz #5 Paper #2 is due Online Participation
6	Human Control of Life	Chap 10, 11	<ul style="list-style-type: none"> Wall & Brown "Refusals by Pharmacists" Baergen & Owens "Revisiting Pharmacist Refusals" 2006 Meyer MJ. Respecting What We Destroy: Reflections on Embryo Research. <i>Hastings Center Report</i>. Jan-Feb. 2001. 	Quiz #6 Online Participation
7	Topics in Research Ethics		<ul style="list-style-type: none"> Belmont Report and watch video on hhs.gov webpage (see syllabus) Video: "Human Experimentation for National Security Purposes" on Youtube 	Quiz #7 Online Participation Paper #3 is due Final Examination